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ABSTRACT

Designed for participants at a workshop on at-risk student recruitment and retention, this booklet provides information on SEE (Students with Education and Experience), a cooperative education-based retention program operating in the Collin County Community College District (Texas). After presenting a flow chart of the SEE Model and data on high school cooperative education enrollments, the booklet summarizes data from a survey of 543 Collin County high school cooperative education students who were eligible for participation in SEE. The next section provides an overview of the SEE program, identifying its goals as continued 13th year education, proper assessment, alternative experiential learning, improved student social integration, elevated performance levels, and provisions for income for cooperative education jobs. Steps in the planning, implementation, and evaluation of the SEE program are outlined next, followed by a summary of the goals, objectives, methods, and timelines for each of the program's components: (1) liaison with secondary schools to enhance articulation; (2) an at-risk student identification and referral system; and (3) a model cooperative education curriculum designed to match student capabilities and career interests to appropriate discipline choices, enhance student self-esteem, and provide a student support system. The next section presents results of a program evaluation by an outside consultant, including comments on particular events scheduled for his visit. Appendixes provide forms, promotional materials, the high school student survey instrument and raw responses, and a 52-item annotated bibliography. (AC)

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Retention: Articulation and Recruitment of the At-risk Student
S.E.E. Model Program: "Students with Education and Experience"

A Workshop Presented for

Skyline College

"DEVELOPING STUDENTS FOR THE 90s"

April 11-12, 1991

San Bruno, California

by

Collin County Community College

Cooperative Work Experience Division

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from American Association of Community and Junior Colleges (AACJC)
and the Kellogg Foundation

The front cover was designed by a Collin County Community College
Advertising Art student, Netima Ploysongsang.

Program Outline

Thursday, April 11, 1991

8:30 - 8:45	Coffee/Breakfast Snack
8:45 - 8:50	Introductions Chet Jones, Skyline College
8:50 - 8:55	Welcome Linda Salter, President Skyline College
8:55 - 9:15	"The Articulation Connection" Dr. Elizabeth Stark, Counselor Chaffey College
9:15 - 10:30	"Dreams At Risk" Barbara A. Eubanks, Director Cooperative Work Experience Collin County Community College
10:30 - 10:40	Break
10:40 - 12:00	Profile of the At-risk Student Research Review
12:00 - 12:30	Lunch
12:30 - 2:30	Planning
2:30 - 2:40	Break
2:40 - 3:45	Implementation Paula Roman, Coordinator S.E.E. Model Program Collin County Community College

Friday, April 12, 1991

8:30 - 8:45	Coffee/Breakfast Snack
8:45 - 9:00	Benefits of Cooperative Education Stephen Krauss, Director Western Resource Center
9:00 - 11:00	Program Overview
11:00 - 11:15	Break
11:15 - 12:00	"Dreams Rescued"
12:00 - 12:45	Lunch
12:45 - 2:15	Evaluation Expansion
2:15 - 2:45	Summary Questions and Answers

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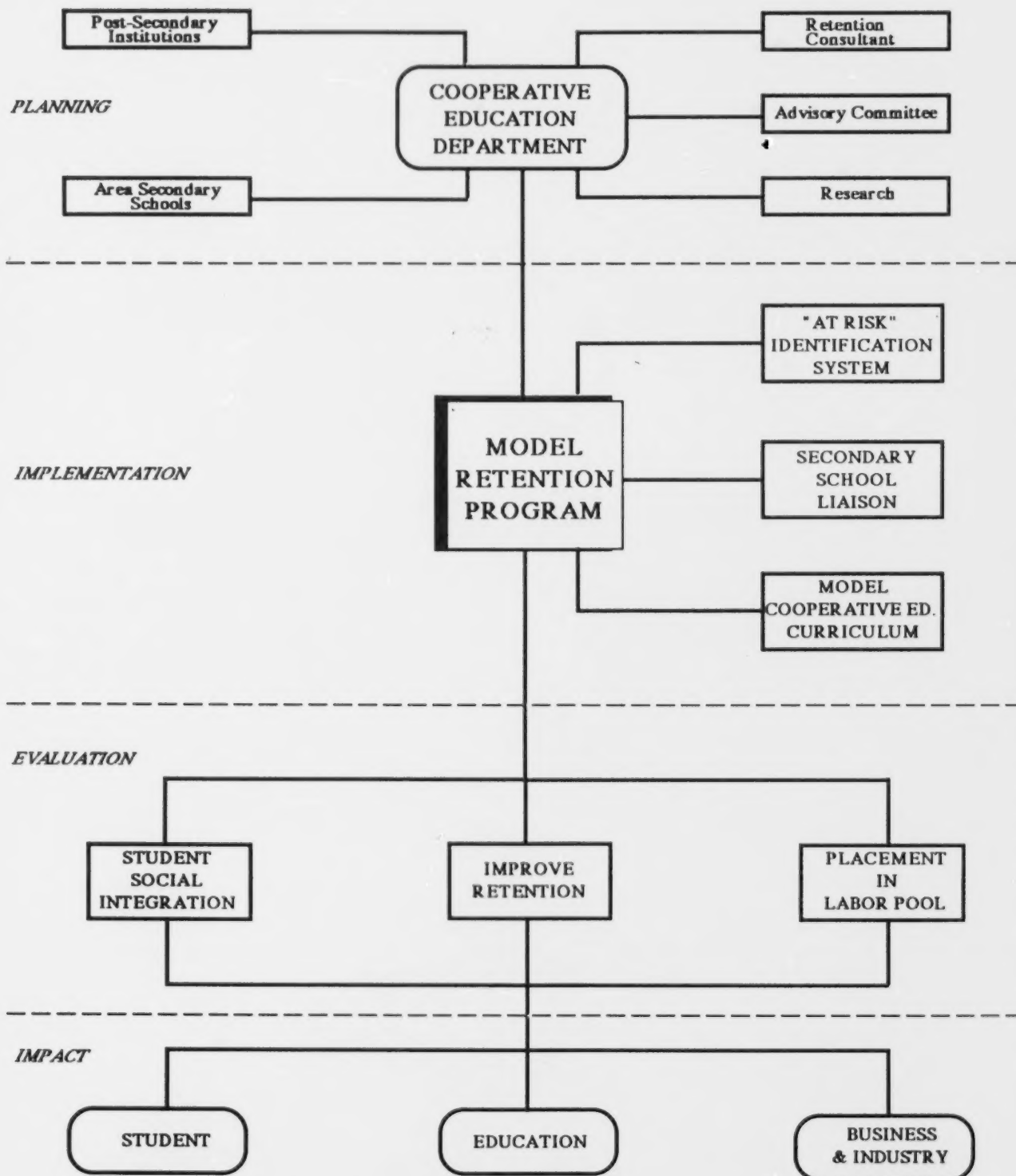
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Profile of the At-risk Student

[This blank page was intended for workshop participants' notes on a brain-storming session on the characteristics of at-risk students].

S. E. E.
STUDENTS with EDUCATION and EXPERIENCE
A Model Cooperative Education-Based Retention Program
COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
Plano, Texas



Research Review

Three Primary Reasons

1.

*[This blank page was intended for participants' notes on a brain-storming session.]

2.

3.

Total Student Enrollment in
District's Secondary School(s)

Total Enrollment in
Vocational/Technical Education

Total Enrollment in
Cooperative Education Programs

Agriculture

Coordinated Voc. Academic

Health Occupations

Home Economics

Industrial Coop. Training

Marketing Education

Office Education

Other (specify)

1355	174	188	416	220	267	325	2046	15060	402	168	20,621
633	64	122	95	100	185	130	851	5000	218	79	7,477
92	--	-	25	-	2	23	259	652	25	114	1,192
10	-	-	-	-	-	-	15	43	13	28	109
-	-	-	-	-	2	-	101	208	-	-	311
-	-	-	-	-	-	-	-	34	-	-	34
26	-	-	-	-	-	-	43	102	12	51	234
-	-	-	-	-	-	-	16	55	-	-	71
37	-	-	-	-	-	-	51	150	-	-	238
19	-	-	-	-	-	-	18	60	-	15	132
-	-	-	25	-	-	23	15	-	-	-	63

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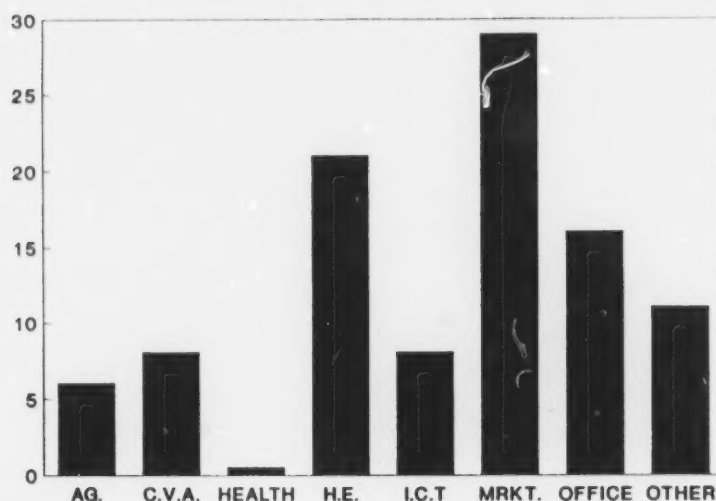
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TOTALS

Overview of Implementation

The information compiled from the students' surveys provided considerable insight into the identification of at-risk features and curriculum deficiencies, while concurrently supporting our interest in student success and strengthening the liaison efforts with participating teachers.

Our overall articulation objectives were further assisted by the meaningful survey results being utilized by the secondary school representatives as well as the college S.E.E. staff. The results of this survey appear in Appendix H. Some of the more enlightening results are provided below for illustration purposes.



The survey identified the different secondary schools cooperative education areas as AG-Agriculture; CVA-Coordinated Vocational Academic; Health; HE-Home Economics; ICT-Industrial Cooperative Training; MRKT-Marketing; Office; Other. The largest number of co-op participants fell within the categories of Marketing Education at 29 percent and Home Economics at 21 percent. It is interesting to note that even though health occupations are predicted to be one of the strongest future career opportunity areas, it reflected the lowest participation. (These numbers can be further broken down by studying the subcategories as they appear in the original survey.) Appendix H.

When asked the question "Have you decided on an occupation or made a career choice?", 63 percent of the students responded yes. However, when asked if their present co-op experience related to their long-term occupation/career choice, 68 percent responded that it did not. Figure II below illustrates these percentages.

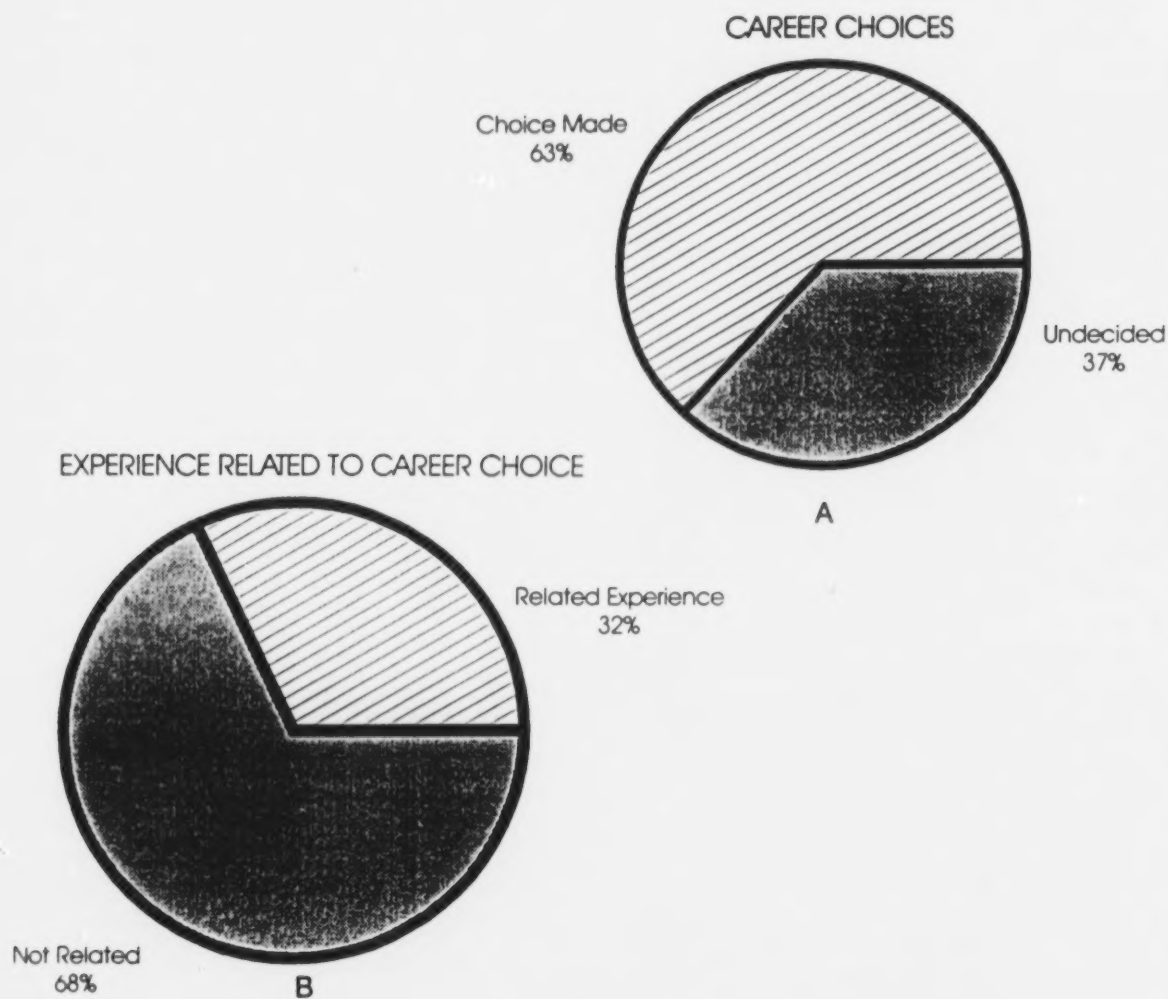


Figure II

Another component that was analyzed from the survey described students' awareness of the existence of a college cooperative education program. Only a shocking 31 percent expressed knowledge of college co-op opportunities. If only 31 percent of presently enrolled high school co-op students were aware of college co-op, the void of information for the non-cooperative education student must be even more astounding. The insignificant percentage of student awareness definitely reinforces the necessity for increased promotion of college co-op opportunities to the secondary levels of vocational/technical education. See Figure III below.

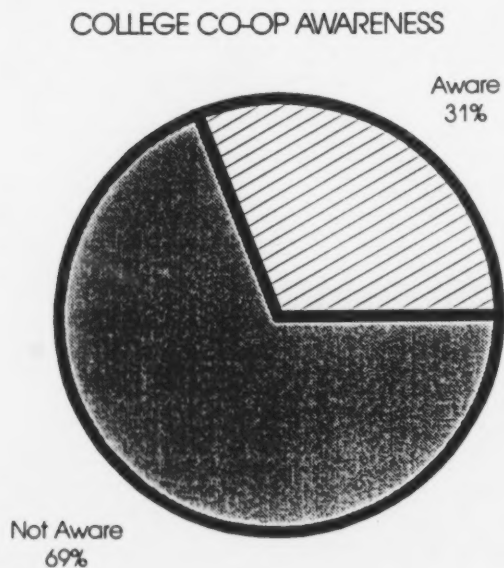


Figure III

When asked the question, "Do you believe your ability to attend college would be dependent upon receiving financial assistance?", 61 percent of students answered that it would. Also the majority of students, 68 percent, indicated they would like to know more about available types of work programs and/or financial assistance. These results are seen in Figure IV below. These findings demonstrate a recognized need for financial assistance and information on available options, yet as illustrated in Figure III on the previous page, only 31 percent of students were aware of college co-op. These contrasting findings indicate that college co-op, one of the most valuable sources for financial assistance and an alternative that allows students to fulfill educational dreams while providing the necessary funds to meet their various financial commitments, has been under emphasized.

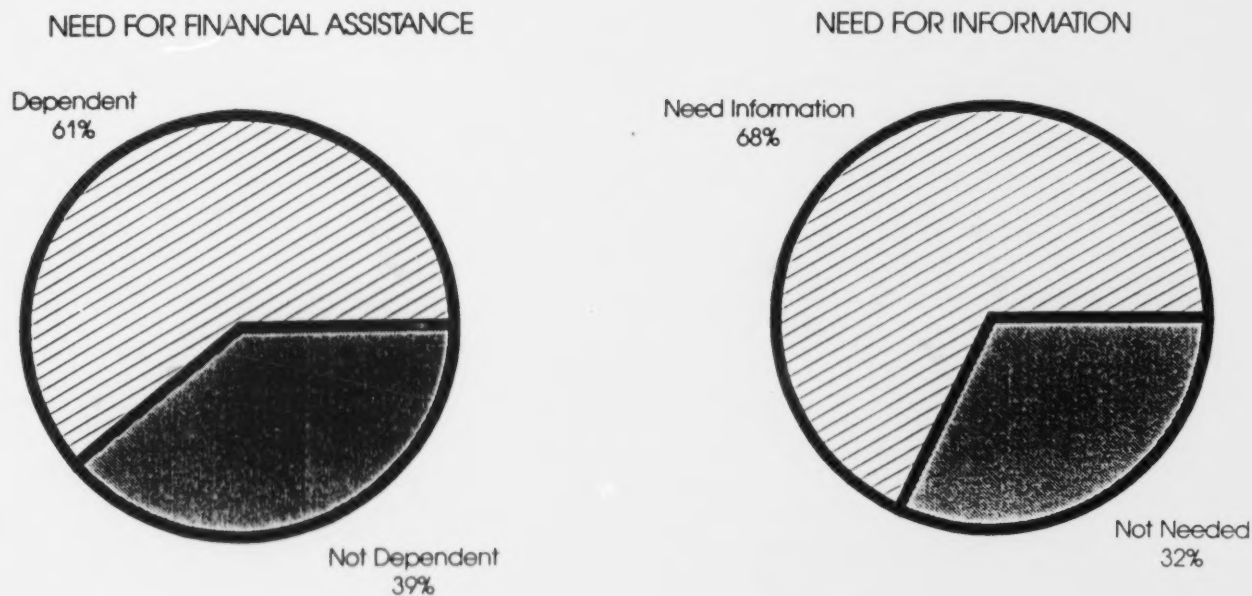


Figure IV

The level of education completed by the students' parents was also an area of interest. From the findings, it is apparent that the surveyed high school co-op students come from families with a variety of formal education levels. A surprisingly even distribution was found in the four categories of: a) not a high school graduate, b) a high school graduate, c) some college, and d) college graduate. Another interesting statistic is that only 24 percent of the students come from homes where the parents were not high school graduates. In comparing the overall responses of the students' own educational goals, only 12 percent intended to end their education upon high school graduation and 65 percent expressed a desire to continue their education beyond high school. (Figure V A & B below) These percentages contradict the concept that high school students enter co-op program because they do not plan to continue their education beyond the 12th year, and they strongly suggest that vocational/technical high school programs do not necessarily result in discontinued education. These numbers do, however, reinforce our need to encourage articulation and to define "2 + 2" in the area of cooperative education.

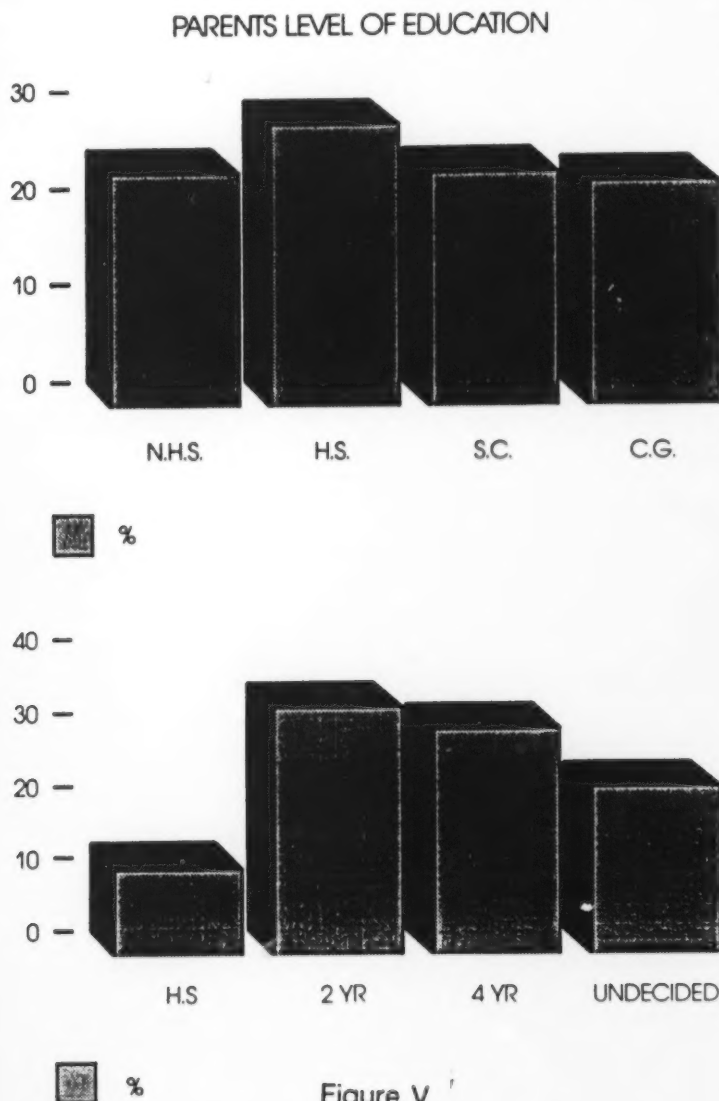


Figure V

Ethnicity was another characteristic of the historical profile reviewed. From the findings, it appears that the high school cooperative education programs attract ethnic minorities. The analysis reveals that 12 percent of the high school cooperative education population is black and 13 percent is hispanic which is significant when the county's general population mirrors only 3.7 and 4.1 percent respectively. (Figure VI below) This would imply that successful articulation efforts in cooperative education could be a direct method of increasing the number of minorities entering college vocational/technical programs.

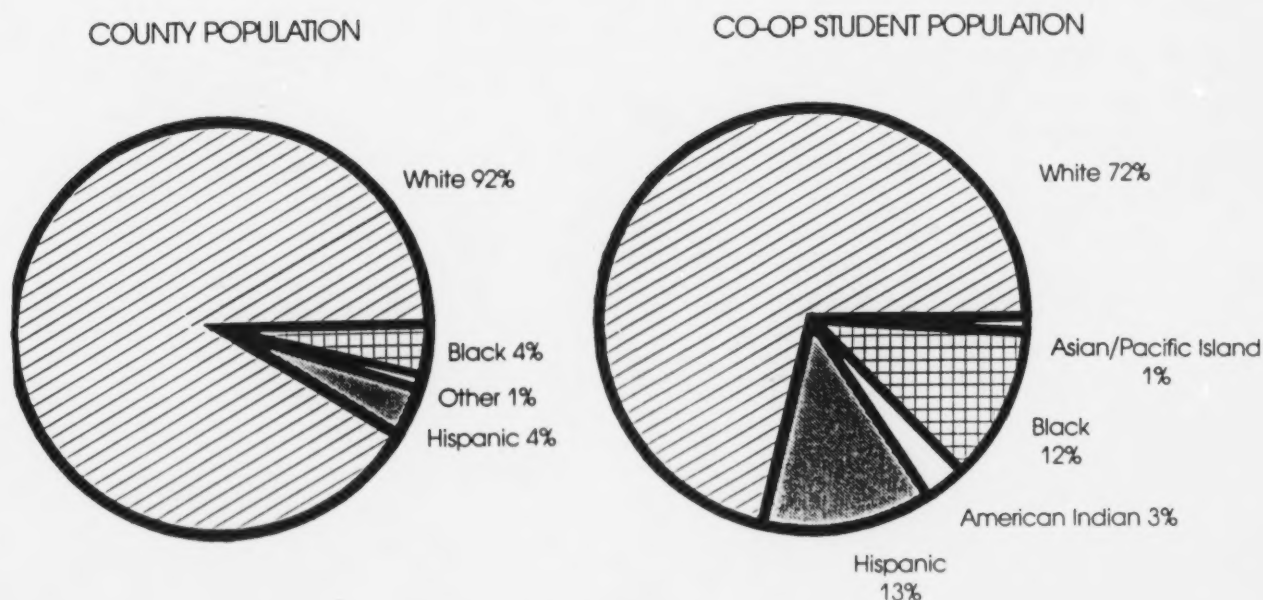


Figure VI

As illustrated by the above examples, the survey results provided the insight needed to successfully channel the implementation stage of the model's components. Emphasis was placed on interlinking the resources of the high school and college whenever possible. As the idea of "2 + 2" cooperative education was explored, the concept of a career tracking plan emerged to facilitate a student's long-term goals. A unique plan featuring a three-and four-year employment/education career ladder was ultimately developed that allows high school students to progress in their career path as they move throughout the education system while remaining with the same sponsoring employer. This pilot career ladder program has been well received by all participants, with employers benefiting from the continuity as well as students.

Also, articulation efforts have been expanded by the sharing of creative curriculum materials with interested high school teachers. Topics on life/work skills have been developed for seminars or short presentations. Employers have reinforced our belief that student employees need to hear information on goal setting, attitudes, team building, and motivation, thus these materials have become an integral part of our retention plan.

These combined implementation procedures have resulted in a S.E.E. partnership that gives Collin County students hope for a better place in tomorrow's workplace. Through increased communication between the high school counselors, students, parents, employers and the college, potential drop-out students are being identified and incorporated into a system that successfully blends together education and career experience.

S.E.E. Program Overview

For the first time in our nation's history, the number of skilled available workers for full-time employment is on a decline. A prerequisite to turning this trend around and building a trained and skilled workforce is keeping our youth in school. Research was conducted to identify the factors or conditions that cause dropout problems in our schools, and three consistent barriers continued to appear: (1) lack of positive, cooperative relationships between and among students; (2) poor academic performance; and (3) the need for financial assistance. Further investigation revealed the following quote by Dr. James Wilson, editor of The Journal of Cooperative Education, " . . . based upon the research appearing in the literature, it is reasonable to conclude that students who enroll and participate in programs of cooperative education tend more frequently to persist in their studies to graduation"

Collin County Community College District's (CCCCD's) Cooperative Work Experience Division concluded that the development of a unique and practical cooperative education-based retention program designed to encourage the at-risk student to remain the educational system was critical and appropriate. From this premise, the S.E.E. (Students with Education and Experience) Model Program emerged.

During the 1989-90 funding year, Collin County Community College District piloted a unique project called S.E.E. which involved the development of a model cooperative education-based retention program. CCCCCD collaborated with two other Texas community colleges in the implementation of this innovative and extraordinary program which was funded through the Carl D. Perkins Vocational Education Act, under a grant awarded by the Texas Higher Education Coordinating Board. Through this workshop we hope the spirit of the program will grow and result in the sharing of ideas, constructive comments and suggestions, increased networking, and replication of the model.

This project is a retention program using the cooperative education focus of "learning by doing", which integrated classroom study with planned and supervised work experience. An experiential learning environment allows the student to acquire practical skills, exposure to the realities of the world beyond the boundaries of the campus, and to enhance self-awareness and direction of the individual, thus encouraging students to remain in the educational system and become productive participants in the workforce.

The overall purpose of this project has been to develop, implement, and evaluate a unique and practical model Cooperative Education-based retention program to serve populations whose placement in the labor pool is at-risk.

The original three major components of the model's basic structure were:

1. An At-Risk Identification System that includes referral, assessment, and counseling.
2. A Secondary School Liaison Program using such vehicles as a video tape, orientation, cooperative education articulation, and a shared employment data base.
3. A Cooperative Education Retention Curriculum including pre-enrollment activities, image enhancement workshops, and student-to-student mentoring.

Our second year implementation strategy incorporates a broadening of the basic structure by expanding each major component. In addition, two new components have been developed:

4. A Training Program focusing on recruitment and retention of the at-risk student has been designed and is offered to vocational/technical teachers, counselors and employers who are assigned at-risk students.
5. A Career Tracking Plan featuring a three and four year employment/education career ladder to facilitate long-term goals.

Prior to the implementation of the project, input was solicited from local experts in the fields of retention and labor pool requirements. An advisory committee of representatives from the area secondary school district, business and industry, public agencies, regional planning agencies, post-secondary institutions and CCCCD Student Services Division was formed (Appendix C).

Locally, three area secondary school districts were selected and formal articulation agreements with CCCCD were established. A diversified student population was assured by including schools from urban as well as rural communities. Vocational/technical students from the 11th and 12th grades, presently participating in cooperative education, were identified as the target group. Over eight-hundred students were identified in the initial population.

Collin County Community College District's Director of Cooperative Work Experience has served as project director with the responsibility of supervising each part of the project inclusive of hiring and supervising project staff. Project staff included a S.E.E. Project Coordinator funded by the Grant. The College absorbed this expense upon termination of Grant funds. (Appendix B.).

This model project has been directed toward the following retention accomplishments:

1. Continued thirteenth year education - To bring increased numbers of students from the high school programs directly into the post-secondary cooperative education programs to help provide a skilled, quality workforce entering the labor pool.
2. Proper assessment - To match students with the appropriate post-secondary discipline and provide other career direction which will subsequently increase interest and desire to complete college course work.
3. Alternative experiential learning - To provide students with unique opportunities to experience and explore career alternatives utilizing Cooperative Education's Exception Program and Flex-entry Policy for identified at-risk students.
4. Improved student social integration - To provide a support system through the Cooperative Education Student-to Student Mentor Program.
5. Elevated performance levels - To enhance student self-esteem and personal image through creative curricula and workshops.
6. Economic provisions - To provide income from cooperative education jobs, enabling students to remain in school.

TIMELINES

I. PLANNING

August 1989

I.A.1. Institutions which have been cited for their successful programs were contacted through letter or by phone to furnish materials concerning their programs

I.A.2. A literature review was conducted to glean ideas on retention methods

I.B.1. An Advisory Committee was formed to represent Education, Business, Public Agencies, and Professional Services. See Appendix C

September 1989

I.B.2. The advisory committee met and reviewed initial plans

I.B.3. A consultant was employed to recommend model improvements, resources, and refinements for the S.E.E. project

I.C.1. A survey of Collin County's Secondary Schools' Vocational/Technical Education Programs was conducted to identify specific offerings and student enrollments in Cooperative Education

I.C.2. Three (3) Collin County Secondary Schools were selected as participants in pilot program

I.C.3. Two (2) informational exchange workshops with the selected secondary school's program representatives were organized and conducted

I.C.4. Cooperative Education students were surveyed to determine their historical profile, economic needs, career goals, and educational objectives

I.D. Outlined and identified major components of model program

I.D.1. Component one - Secondary School Liaison program

I.D.2. Component two - "At Risk Identification System"

I. PLANNING (continued)

I.D.3. Component three - Model Cooperative Education Course Components

October 1989

I.E.1. A planning meeting was held with the retention specialist and the two post-secondary pilot institutions (El Paso Community College and Houston Community College). The model concept was introduced, feedback solicited, and modifications made

November 1989

I.E.2. P.S.I.'s began to plan for the implementation of the components of S.E.E. in their Cooperative Education Programs

II. IMPLEMENTATION

II.A. Established the Secondary School Liaison Program

II.A.1. Conducted orientation and information sessions with area secondary schools regarding Vocational/Technical Cooperative Education opportunities at CCCC

December 1989

II.A.2. Defined appropriate articulation integration of high school Cooperative Education into CCCC programs

January 1990

II.B. Implemented the At Risk Identification System

II.B.1. Incorporated processes within the registrar's office, counselor's office, and faculty to identify at risk students and to refer them to Cooperative Education

February 1990

II.B.2. Defined and incorporated a Cooperative Education intervention program. Provide exception policy for an at risk student

I. PLANNING
(continued)

March 1990

II.C. Incorporated the Model Cooperative Education Course Components in Vocational/Technical programs

II.C.1. Conducted pre-enrollment skills assessments to determine student/program appropriateness

II.C.2. Began to develop a co-op student-to-student mentor system

II.C.3. Designed and conducted image enhancement workshops for Co-op students

III. EVALUATION

February 1990

III.A.1. An on-site progress evaluation was conducted by CCCC's project coordinator

May 1990

III.B.1. An evaluation workshop was held to review the model program in terms of implementation success on each respective campus and a progress reports were written

III.C.1. A CCCC task force, consisting of Cooperative Work Experience Staff, student development counselors, faculty, and Co-op students reviewed the model's accomplishments

III.D.1. An on-site final evaluation was held by project director and coordinator of participating P.S.I.'s

June 1990

III.E.1. The retention consultant reviewed the progress of the S.E.E. program and its impact on CCCC's retention goals

PROGRAM IMPLEMENTATION

Developed to insure efficiency and avoid duplicacy of effort, the S.E.E. project has from its inception recognized business and education professionals as a major resource. From this premise, careful attention was given to the selection of the S.E.E. Advisory Board to ensure representation of business and industry, education, and public agencies. Extensive efforts were directed toward establishing and maintaining effective communication with each board member throughout the year, and feedback and evaluation was solicited frequently. After processing the advice gathered from these selected professionals, the S.E.E Model was launched and was composed of three separate but interconnected components. The following summarizes the goals, objectives, and methods and timelines for each component that resulted in the development and ultimate implementation of the model program.

Component I - SECONDARY SCHOOL LIAISON

GOAL:

Enhance articulation of Voc/Tech Programs through potential cooperative education linkages.

OBJECTIVES:

To implement a 2 + 2 Co-op Plan with area secondary schools.

To conduct workshops for area secondary schools' voc/tech and cooperative education coordinators outlining the 2 + 2 Co-op concept, its implementation procedures, and potential impact on retention.

To create informative materials illustrating the 2 + 2 Co-op Plan and disseminate to area secondary school cooperative education students.

To develop a shared-employment data base featuring special four year committed employers.

METHODS AND TIMELINES:

September - A survey was designed and distributed to all Collin County secondary schools' vocational/technical education programs. Data was evaluated to determine the potential of creating a 2 + 2 articulation and retention plan centered in cooperative education. Three Collin County school districts were selected to participate based on co-op enrollment numbers, diversity of program offerings, and geographic location.

October - S.E.E. Introductory Workshops were developed and conducted for the selected secondary schools' program representatives. These representatives were comprised of high school co-op teachers, vocational counselors and coordinators. Nearly 100% of those invited attended the four-hour workshop. These workshops focused on exploring cooperative education as the major retention vehicle in the S.E.E. Model. Incentives, directives, and implementation procedures were explained in detail. A question and answer session was conducted. The workshop concluded with the Coordinator of S.E.E. scheduling visits to each of the attendee's classrooms.

November - S.E.E. presentations were made to Vocational/technical co-op students in classroom groups of thirty or less. Students were introduced to the college co-op program and to the opportunities offered through S.E.E., emphasizing the career ladder concept. A survey was administered to all students to determine their historical profile, economic needs, education, career goals, and interest in S.E.E. Findings of this survey are outlined in the Summary of Implementation.

January/February - Survey data was analyzed by S.E.E. staff, and those students indicating an interest in becoming a part of the S.E.E. program were identified as the target group. High school co-op teachers and counselors were asked to recommend individual students from the target group that they believed would most benefit from the S.E.E. program. The students receiving recommendations were then individually interviewed by the S.E.E. Coordinator.

March/April - Qualified students were individually screened in a follow-up interview where their academic and work skills were evaluated. Personality and career interest testing were arranged for students through the college's "Future Shop", a career planning center. The career ladder concept was piloted by placement of selected students with committed four-year employers, and a tracking system was initiated.

May - An on-campus orientation was conducted for all high school S.E.E. students and their parents with the focus on easing the transition from high school to college. College staff representing admissions, financial aid, student activities, and co-op shared relevant information with students and parents. Several S.E.E. employers were also present to explain future employment opportunities in their particular firm/industry. Plans for a special summer "college prep" were announced. Participants evaluated S.E.E.'s activities.

June - All area high school teachers/counselors were revisited to receive feedback on the first year's articulation and retention efforts. Along with these evaluations, recommendations and objectives for strengthening the high school liaison components in the coming year were delineated. Emphasis was placed on the need for establishing the college-to-high school student mentoring system and expansion of the shared-employment base.

Component II - AT-RISK IDENTIFICATION AND REFERRAL SYSTEM

GOAL:

Have at-risk students referred to the Cooperative Education office for assessment and counseling to determine if the S.E.E. Model Program can provide the support necessary for retaining the student in the educational system.

OBJECTIVES:

To implement an At-Risk Identification and Referral System on CCCC's campuses utilizing:

- Student Development - advisors and counselors
- Admissions' Office staff
- Registrar's Office personnel
- Faculty (student advisors)

To publish, for campus-wide distribution, a S.E.E. brochure describing S.E.E.'s overall function.

To develop and conduct two-hour training sessions for CCCC's faculty and staff introducing S.E.E. and its At-Risk Identification & Referral System

METHODS AND TIMELINES:

Aug./Sept. - Existing at-risk identification systems across the country were researched and evaluated. Adaptive features of several systems were identified as potential elements to implement on CCCCD's campuses. An advisory board meeting was called and members were asked to evaluate at-risk materials; feedback was then solicited. A retention specialist, Mr. Bob Way, Lane Community College, Eugene, Oregon, was retained.

Oct. - At-risk programs in the three participating Collin County secondary schools were reviewed and contacts at each school were identified. Information-sharing visits with involved high school staff were made by the Coordinator of S.E.E., and strong lines of communication were established. A planning session with the retention specialist and the two post-secondary pilot institutions was held. The primary objective remained to develop an on-campus system for at-risk students.

Nov./Dec. - A brochure, describing S.E.E.'s overall function as a Model Cooperative Education-based Retention Program, was designed and printed for distribution on campus and to area vocational/technical teachers/counselors.

Jan. - Informal training workshops with counselors, faculty, and staff were conducted on both campuses to introduce the at-risk identification referral system. Presentations were made to small groups and allowed for open discussion and feedback.

Feb. - The first CCCCCD at-risk students were identified and referred to the S.E.E. program. A tracking system was designed to record student participation and performance. Current materials and concepts of at-risk policies and procedures within various programs in North Central Texas were obtained by the S.E.E. Coordinator. Her involvement in the Drop-Out Presentation Task Force of InTerLink, the area's regional business/education planning agency served as a link to community efforts.

Mar. - A Cooperative Education intervention program was incorporated to provide exception-to-policy opportunities for at-risk students such as: **flex entry**, grade point average, and flex-work-week. These exceptions were piloted with selected college S.E.E. students.

Apr./May - To encourage utilization of the referral system, bi-monthly articles and news releases on the S.E.E. program activities and its focus on the at-risk referral system were published in the college's newsletter. The retention specialist's final evaluation visit was made and the at-risk referral system analyzed, resulting in recommendations for refinement.

June - A final meeting with the Advisory Board reviewed the year's progress in establishing an on-campus referral system for at-risk students.

Component III - MODEL COOPERATIVE EDUCATION CURRICULUM

GOALS:

Match student capabilities and career interests to appropriate discipline choice using appropriate testing materials and resources.

Enhance student self-esteem.

Provide a student support system.

OBJECTIVES:

To administer interest and ability tests as part of pre-enrollment activities when deemed necessary for proper placement at a job site.

To develop seminar curriculum centered on image enhancement including topics on motivation, stress management, self-esteem, communication skills, self-expression, and leadership.

To initiate a Co-op Student-to-Student Mentoring Program through recognition and assignment of successful second year co-op students to act as mentors for beginning at-risk students.

METHODS AND TIMELINES:

Sept./Oct. - Existing career assessment testing materials were researched and reviewed. Professional testing and assessment counselors were consulted to recommend materials and resources most suited to the criteria of S.E.E. students assessment needs.

Nov./Dec. - Evaluation of existing cooperative education curriculum resulted in refining essential topics required for developing successful life/work skills.

Jan./Feb. - S.E.E. staff designed innovative two-hour seminars on identified essential topics which focused on life/work skills.

Mar./Apr. - S.E.E. coordinator test piloted new seminar materials by presenting workshops to the Cooperative Work Experience student body and selected S.E.E. students.

May - Positive attitudes, team building skills, self-esteem, and motivation were among the topics developed for the image enhancement workshops and seminars. The Coordinator of S.E.E. solicited and screened successful college co-op students to serve as mentors to incoming new S.E.E. students.

June - S.E.E. coordinator planned and began development of a special College Prep 10 hour workshop for S.E.E. students entering CCCCD for the first time in Fall 1990. S.E.E. staff reviewed the impact of the curriculum concepts with students, counselors, and advisors, concluding that the life/work seminars are vital elements of the S.E.E. Model Retention Program.

RETENTION CONSULTANT'S EVALUATION

Recognizing the importance of involving an educator in the project who had been involved in student retention programs that utilized a co-op component led the search for a consultant to Bob Way, Lane Community College, Eugene, Oregon. His thorough understanding of cooperative education and his extensive work in the field of retention proved invaluable as he assisted with the formation of the initial guidelines. His insight, suggestions, and constructive criticism helped form the foundation for the successful launching of the project.

Comment Summary: "Strong points I particularly want to point out include the development of excellent promotional material, development and adherence to quality cooperative education guidelines and policies, and an excellent working relationship with your administrator, including your college president... At this time I project a lot of energy required in working with local school districts in developing a core enrollment of high school student placements. However, it appears to me that you have a larger challenge ahead in getting the two cooperating community colleges channeled in the right direction."

His comments were taken seriously and great effort was focused in the direction of the two P.S.I.s who had agreed to pilot the project with us. We continued to send copies of our documentation to Bob throughout the semester and constantly received feedback. He returned to our campuses on May 21 and 22 for a final evaluation session. Several events were planned during his visit and the final report includes comments covering those events.

Summary

Student-Parent Orientation: "A highlight of my visit was the opportunity to attend the Student-Parent orientation session. Having fifty people attend this first meeting is impressive. The number of community college staff that were on hand to observe and help with the program again shows college commitment. The event was carried out with taste and quality."

Employer Presentation: "I was impressed with the employer meeting I attended at Northern Telecom where the S.E.E. program was explained to the Northern Telecom supervisors. The interest of the supervisors and the enthusiasm and support generated by the representative of Northern Telecom was unbelievable."

Post-Secondary Institutions: "I have reviewed the retention project activities El Paso and Houston Community Colleges have implemented. While the two community colleges are different in activities and in their management styles, the interest in the S.E.E. Model Retention Program for these colleges demonstrates that this model can work in a variety of settings."

College Support: "I noticed Cooperative Work Experience staff serves on a number of activities and college committees. This involvement allows Co-op staff to be viewed as an integral segment of the college's operations and provides you with feedback about your program development."

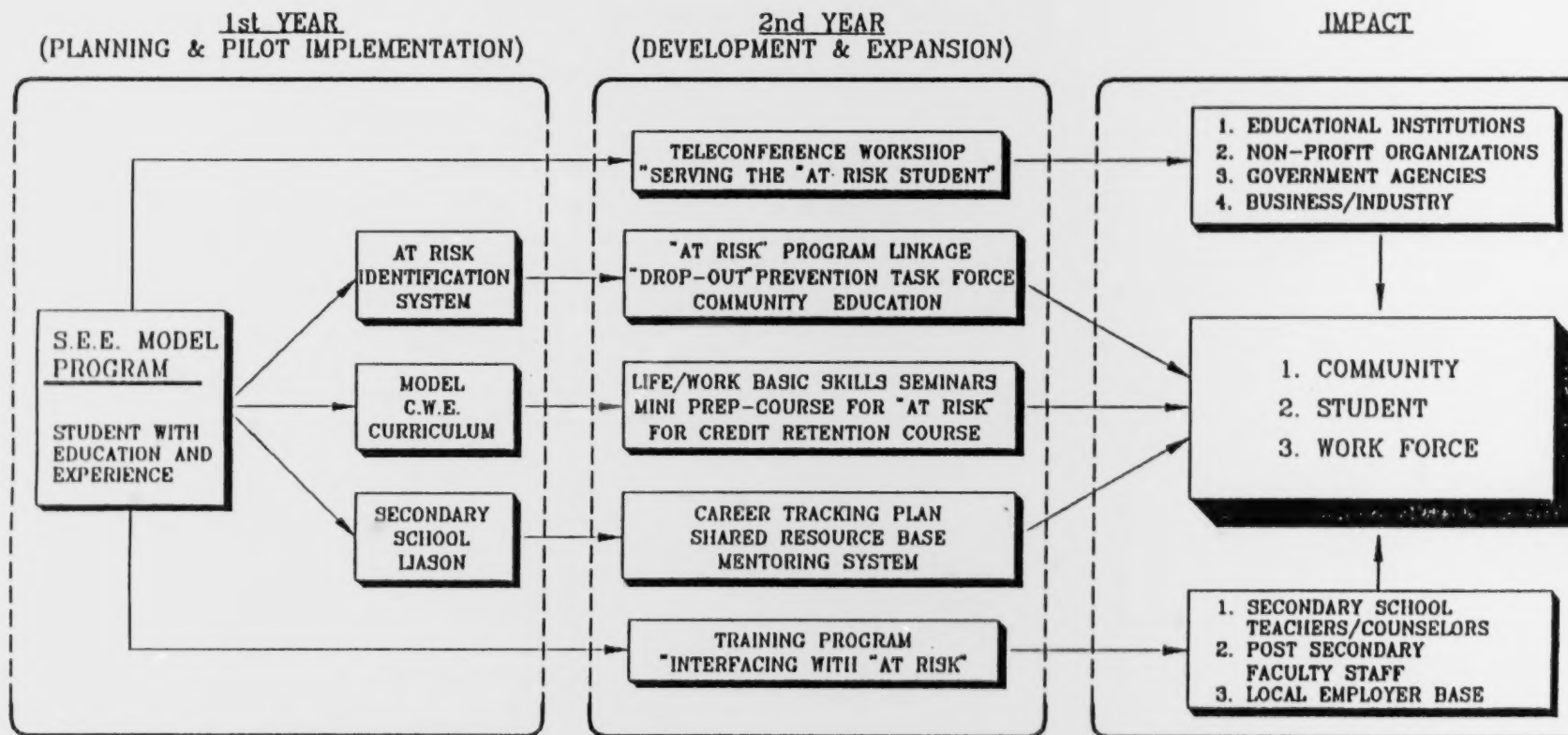
Concerns: The retention consultant expressed some general concerns for the availability of college funds to continue the project and maintain budget stability. He offered some suggestions for ways to incorporate not only strong financial accountability but also allow for long-range planning. The final report was very supportive and overall very complementary of the first year's progress of S.E.E.

Final Remarks: "You have done an excellent job in setting up a very worthwhile program in the S.E.E. Model Retention Project and operate a valuable Cooperative Work Experience Program."

STUDENT'S PERSPECTIVE: All Cooperative Work Experience students are required to submit a final "Reaction Paper" as one of the components of their grade. The following comments reflect a student thoughts concerning the program:

"I did not realize all that Co-op was involved in. The S.E.E. program appears to be an excellent chance to help students that need it. There are so many young people that have a hard time making it through school with good grades due to their home life, peer pressure or other reasons. I was able to meet one young lady that was part of the S.E.E. program. I could tell her employer had made a difference in her life. The young people of today are our future of tomorrow. So, maybe between S.E.E. and Co-op everyone can be assisted in education and careers. The students that found jobs through Co-op have earned a good income and have earned experience in the job market."

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT COOPERATIVE WORK EXPERIENCE DIVISION



APPENDIX

BARBARA A. EUBANKS
1319 Mistywood
Allen, Texas 75002
214-727-4446

EDUCATION

East Texas State University
1990 Doctoral Candidate

University of Houston, Clear Lake
M.B.A. - Management and Finance
August 1983

Southeastern Louisiana University
B.A. - Business Administration
December 1981

Texas Southmost College
A.A.S. - Real Estate
August 1980

Amarillo College
Part-time 1976-79

COOPERATIVE EDUCATION

1. Responsible for implementing, coordinating, marketing, and evaluation of the Cooperative Education program at Collin County Community College from August 1986 to present.
2. Established the Cooperative Education Program at Texas Southmost College from August 1979 to December 1980.
3. Served on the Convention Committee for the 1988 Southwest Cooperative Education Conference of the Texas Cooperative Education Association.
4. Attended a Cooperative Education presentation in April 1987 for the American Association of Community and Junior Colleges given by Springfield Technical Community College.
5. Attended the Western Resource Center for Cooperative Education's training session "The Essentials of Cooperative Education for Program Managers, Directors, and Supervisors" in September 1988.

EMPLOYMENT

Present:

Collin County Community College
August 1986 - present
Director, Cooperative Work Experience
Responsible for the implementation, coordination, marketing, and ultimate evaluation of the Cooperative Education Program.

Previous:

George Leonard School of Real Estate

January 1985 - August 1986

Originator/Director of the real estate school. Developed the goals and objectives, wrote and had approved by the Texas Real Estate Commission, 210 hours of core real estate curriculum, marketed the program, and supervised a faculty of 12. Also included the training of instructors, scheduling and monitoring of classes, text book selection, and public relations for multi-campus.

Texas Wealth Management

April 1984 - January 1985

Director of Real Estate Operations

This was a financial planning firm and required a Life Insurance License and a Series 22 Securities License. Prepared a financial plan for several local business people. Required numerous public speaking engagements and constant community interaction.

College of the Mainland

October 1982 - June 1985

Adjunct faculty member

Texas Southmost College

August 1979 - December 1980

Real Estate Coordinator

Reorganized the Real Estate Dept., established an advisory committee and the Cooperative Education Program, and expanded the curriculum by revising the degree plan.

EXPERIENCE

Seventeen years of experience in the financial industry. This included on-the-job training for a number of bank commercial customers. Experience was concentrated in the area of marketing and public/business relations. Twelve years experience in the real estate industry that included many opportunities for diversification and interaction with a variety of businesses. Real estate knowledge and expertise led to a third career in education. Since 1978 have served as a faculty member, and have had the responsibility of coordinating a program for a total of seven years at three institutions. Have been involved in cooperative education for six years as either an employer/sponsor or as a coordinator. Presently involved in the following Collin County Community College Task Force assignments: Strategic Planning Task Force, Personnel Task Force, Connections Task Force, and the Curriculum Task Force. Also participate in a monthly Administrative Staff Meeting.

PROFESSIONAL INVOLVEMENT

Texas Cooperative Education Association

Served on the Convention Committee for the 1988 Southwest TECA. 1990-1991 TECA Board Member.

Cooperative Education Association

Attended the National CEA annual conference in 1989 and 1990.

Texas Technical Society

Attended the Fall conference, 1988 in Dallas which included a presentation on Cooperative Education.

American Association of Community and Junior Colleges

Attended a Cooperative Education presentation in April 1987 given by Springfield Technical Community College.

Texas Real Estate Teachers Association
1988-89 Treasurer of TRETA
1990-91 President of TRETA

Real Estate Educators Association

Earned the Designated Real Estate Instructor (DREI) award for classroom teaching excellence in 1985. Presently serve on four committees in this international organization. Cooperative Education is often a presentation topic.

COMMUNITY INVOLVEMENT

Presently serving on the Zoning Board of Adjustments for the City of Allen. Active in the Allen City Council. Participate in community activities through public speaking engagements with local civic organizations, high school career days, and church groups. Have been on the Real Estate Advisory Board of College of the Mainland and a Director of the Women's Advisory Board of the Bay Area Bank and Trust.

OTHER QUALIFICATIONS

Co-authored a text book, Texas Real Estate Finance released in 1988 and authored the companion instructors manual. Attended the Western Resource Center for Cooperative Education's training session "The Essentials of Cooperative Education for Program Managers, Directors, and Supervisors" in September 1988 in California. The blending of the financial background, marketing experience, public relations skills, industry knowledge, teaching proficiency, a love of education, and a genuine interest in the student's success has provided an excellent background for the Cooperative Work Experience position.

PAULA ROMAN
(214) 424-8143

P.O. BOX 1262
ALLEN, TEXAS 75002

PROFILE:

Creative planner with strong implementation skills, Experienced in classroom instruction, curriculum design, grant writing and budget allocation, Practiced public speaker, Effective motivational and marketing techniques, Supervisory and management experience, Computer literate.

ACADEMIC BACKGROUND:

Post Graduate	Human and Economic Resources, University of Texas at Austin
	Social Workers CEU's - Family Origin, Green Oaks Psychiatric Hospital
	"Becoming a Master Student" Training, College Survival, Inc.
	Trainer of Trainers Developing Capable People Institute
Graduate	M.S. Community Relations & Social Services, School of Planning, University of Texas at Austin
Undergraduate	B.S., School of Natural Sciences, University of Texas at Austin
Honors	Phi-Upsilon Phi Honor Society, graduate academic honors (GPA 3.96) Omicron Nu Honor Society, undergraduate academic honors (GPA 3.52)

PROFESSIONAL EXPERIENCE:

Coordinator, "S.E.E.", Students with Education and Experience, Collin County Community College District, 1989-present. Co-authored proposal and received grant funding to develop this unique & practical Cooperative Education-based Model Retention Program, this program received national recognition, the BEACON Award, as a Model Pilot Program from AAJCC & the Kellogg Foundation, responsible for coordination at CCCC, Houston Community College, and El Paso Community College.

ASSISTANT to DIRECTOR, Cooperative Work Experience Program, Collin County Community College District, 1988-1989. Recruited students and employers, promoted program to community's businesses and industries, fostered faculty involvement, developed and presented curriculum in life/work skills.

MARKETING REPRESENTATIVE, Architectural & Planning Services, Hoffman Architects, 1986-1988. Prepared demographic and feasibility studies for investment properties, three to eight million dollars in value, and conducted formal presentations to potential developers, financiers, municipal planning boards, and state agencies.

PUBLIC RELATIONS & PROJECT COORDINATOR, Facilities & Programs of the Aged, The Phoenix Group, 1983-1986. Coordinated and implemented facilities and programs for the aged, developed pilot rehab project, "For Safety Sake", served as consultant to Texas Department of Housing and Department on Ageing.

LECTURER, Design & Planning, University of Texas at Austin, 1980-1984. Coordinated and taught freshman through senior level classes in design and planning, and business practices/procedures for designers, recognized as division's "Instructor of the Year", 1984.

INSTRUCTOR, Community Housing, Southwest Texas State University, 1974-1979. Expanded new degree option in housing and design, created curriculum, served as faculty coordinator and student adviser.

ADDITIONAL ACADEMIC ACTIVITIES:

Departmental Committees: Texas Exes Support & Supplement
Recruitment, Career Placement
Public Relations

Advisory Board Member: Computer-aided Drafting
Management & Marketing
Art/Commercial Art

Lecturer: "Life/Work Skills" Series: Motivation, Self-Esteem, Team
Building, Living with Change, Attitudes & Encounters

COMMUNITY EDUCATION/RELATIONS:

"Dreams At Risk", co-writer and associate producer, regional presentation to educational professionals across the nation, 1991.

"Linking Today's Students with Tomorrow's Workforce" presented to educational professionals, governmental agencies, & corporate interests, Austin-Dallas, 1989-90.

"A Partnership That Works - Business and Industry Interlink with Education", presented to Metro Rotary Clubs & various business organizations, Dallas-Plano, 1988-1989.

"Environments: Options and Investments", presented to AARP and Dept. of Aging joint regional conference, Austin, 1988.

"Safety for our Senior Citizens", presented to Farmers Home Administration state meetings, Temple, 1986.

"Responsive Environments for Computer Users", presented to Central Texas Engineering Conference, Austin, 1984.

"Adoption: A Family Affair", a continuing education course for Austin Community College, Austin, 1981.

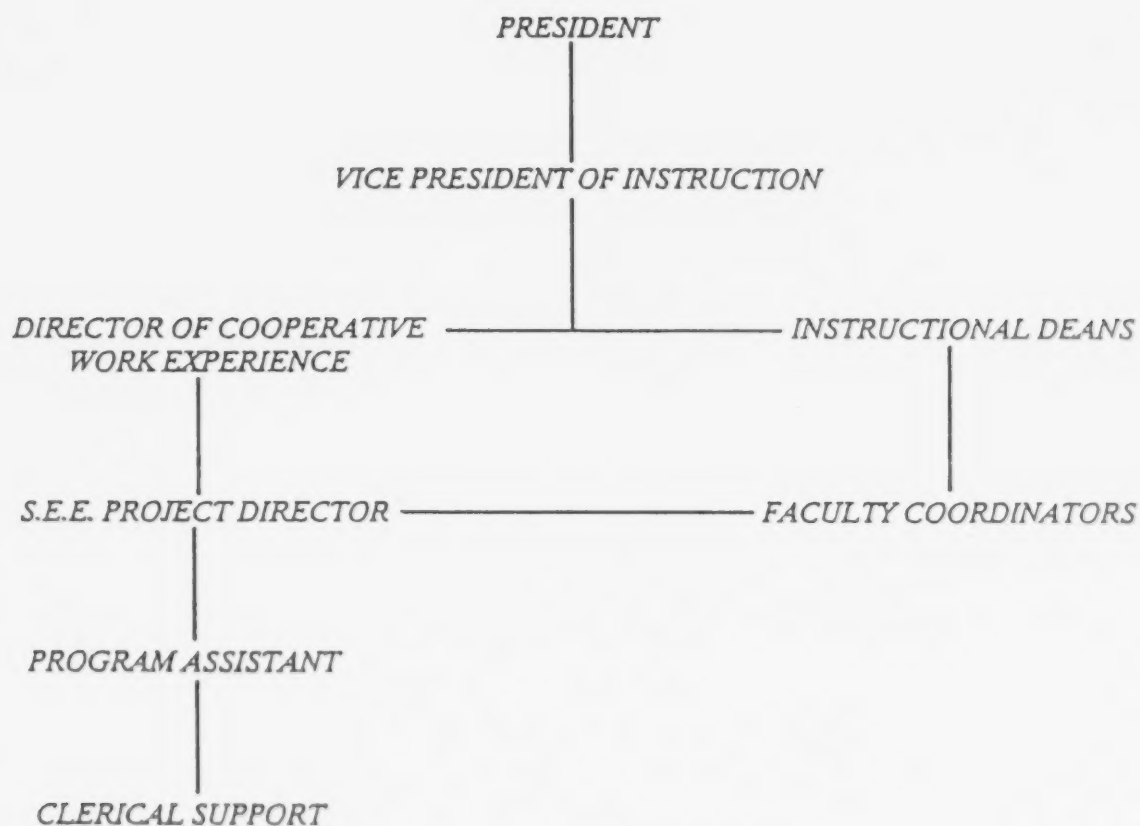
PROFESSIONAL AND PUBLIC SERVICE ORGANIZATIONS:

State and National Cooperative Education Associations, Member
Council on Adoptable Children, Public Relation & Community Education
International Hospitality Organization, University Services

"Interlink", North Central Texas Regional Economic & Education Planning Agency Dallas Youth-At-Risk, Grant Writing Committee

REFERENCES: Available Upon Request

INTERNAL ORGANIZATION CHART



S.E.E. MODEL PROGRAM ADVISORY COMMITTEE

Ms. Toni Allen
Dean, Admissions and Recruitment
Collin County Community College
2200 W. University
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Mr. Jerry Moorman
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Ms. Cathy Gallagher
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Allen, Texas 75002
(214) 727-0400

Mr. David Crowley
DSC Public Network Group
1000 Coit Road
Plano, Texas 75075
(214) 519-3000

Ms. Mary Jo Peterman
Co-op Coordinator
Northern Telecom
2100 Lakeside Blvd.
Richardson, Texas 75082
(214) 437-8635

Mr. Ike Tennison
Coordinator, Youth Programs
N Central Texas Council of Government
P.O. Drawer COG
Arlington, Texas 76005
(817) 867-3300

Mr. Bob Day
Project Advisor
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711
(512) 462-6300

POST-SECONDARY INSTITUTIONS/REPRESENTATIVES

Marsi Liddell
Houston Community College
4310 Dunlavy
Houston, Texas 77006
(713) 864-9621

Harvey Ideus
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
(915) 594-2638

RETENTION SPECIALIST

Bob Way
Director, Cooperative Work Experience
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(503) 747-4501

INFORMATION FOR SECONDARY SCHOOLS

* Collin County Community College is applying for a Carl Perkins Grant - 1400 Model Programs.

* The purpose of the grant is to serve "at-risk" students with a unique model Cooperative Education - based Retention and Recruitment Program.

* The model program will focus on three major components:

(1) "At-Risk" Identification System

- * Referral System
- * Assessment Process
- * Counseling Activities

(2) Secondary Schools Liaison

- * Orientation & Information
- * Cooperative Education Articulation
- * Employment Data Base

(3) "Model" Cooperative Education Curriculum

- * Pre-enrollment Activities
- * Image Enhancement Workshops
- * Student to Student Mentoring

* SECONDARY SCHOOL REQUIREMENTS:

- Must have support to coordinate program with CCCC from secondary school administration.
- Must designate program representatives. Representatives must be willing to participate in planning workshops and evaluation sessions.

* SECONDARY SCHOOL BENEFITS:

- Will receive selected resources to assist with recruitment and retention of "at-risk".
- Will have an opportunity to implement a creative approach to retention and recruitment procedures.
- Will learn from other institutions about programs that work.
- Will develop an understanding of articulation potentials.

COLLIN COUNTY COMMUNITY COLLEGE
COOPERATIVE WORK EXPERIENCE
S.E.E. MODEL PROGRAM
2200 West University
McKinney, Texas 75070

INSTRUCTIONS:

We appreciate you providing all requested information based on the current 1989 Fall Semester. This survey is being used for statistical reports required by Carl Perkins Grant Allocations. Please type or print and return this survey in the envelope provided by Monday, September 18th.

DISTRICT INFORMATION

School
District _____

Administrative
Address _____

Campus(es)
Address _____

Total Population of Resident in District:

0 - 5,000 _____ 5,000 - 20,000 _____ 20,000 - 50,000 _____
50,000 - over _____

Primary Economic Base of your District:

Agricultural _____ High Tech _____ Heavy Industry _____

ENROLLMENT DATA

Total Student Enrollment in
District's Secondary School(s) _____

Total Enrollment in
Vocational/Technical Education _____

Total Enrollment in
Cooperative Education Programs _____

Agriculture _____

Coordinated Voc. Academic _____

Health Occupations _____

Home Economics _____

Industrial Coop. Training _____

Marketing Education _____

Office Education _____

Other (specify) _____

DISTRICT STAFF INFORMATION

Student Service Director

NAME _____ PHONE NUMBER _____

Vocational Education Director

NAME _____ PHONE NUMBER _____

Survey Respondent

NAME _____ PHONE NUMBER _____

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
COOPERATIVE WORK EXPERIENCE DIVISION

S. E. E.

Students with Education and Experience

A Model Cooperative Education-Based Retention Program

Presents

An Introductory Workshop

What : A joint project of CCCCCD and Plano, Allen, and McKinney Independent School Districts that explores Cooperative Education as a Retention Vehicle

When : Thursday, October 12th 2:00 - 4:00 pm

Where : CCCCCD Central Campus, Room B208
2200 West University
McKinney, Texas 75070

I understand that my school district has agreed to participate in pilot testing the S.E.E. Model Program, and I personally agree to represent my Co-op discipline area:

Signature _____

R.S.V.P. _____
Name Subject Area

School Telephone #

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
COOPERATIVE WORK EXPERIENCE DIVISION

S.E.E.
Students with Education and Experience

A Model Cooperative Education-Based Retention Program

Introductory Workshop

Welcome

Introduction to S.E.E.

Initial Incentives

..... *Workforce Analysis*

..... *Needs Assessment*

Response

..... *Reaction*

..... *Directions*

Implementation Plans

..... *High School Liaison*

..... *At-Risk Identification*

..... *Curriculum*

Break

Overview of College Support

CCCCD's Student Development

..... *Career Planning & Placement*

..... *Financial Aid / College Work Study Program*

..... *C.A.P.*

..... *Developmental Education*

Visitation Schedule

48

Adjournment

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
COOPERATIVE WORK EXPERIENCE DIVISION

S.E.E.

Students with Education and Experience

A Model Cooperative Education-Based Retention Program

High School Orientation Sessions

November, 1989

<u>Introduction</u>	"Blindspots" and Hidden Opportunities
<u>College Co-op</u>	A Partnership that Works for You
<u>S.E.E.</u>	Your Future Link to College Co-op
<u>CCCCD's Support Services</u>	Career Choice
	Personality & Interest Inventory
	Next Step
<u>Statistical Report</u>	Survey of Student Profiles

Collin County Community College District
Cooperative Work Experience
S.E.E. Model Program
2200 W. University
McKinney, Texas 75070

The purpose of this questionnaire is to collect information from selected Collin County Cooperative Education high school students who are eligible to participate in a Model Cooperative Education-based Retention Program, S.E.E., (Students with Education & Experience) funded through a Carl Perkins Grant.

STUDENT PROFILE

1. Area of Cooperative Education in which you are now enrolled:

<u>30</u>	Agriculture
<u>42</u>	Coordinated Voc/Academic
<u>1</u>	Health Occupation
<u>104</u>	Home Economics
<u>42</u>	Industrial Co-op Training
<u>142</u>	Marketing Education
<u>77</u>	Office Education
<u>53</u>	Other

2. Have you decided on an occupation/or career choice?

343 Yes 200 No

3. If "yes", in what area?

<u>53</u>	Health-Related Service
<u>22</u>	Retail/Sales
<u>96</u>	Management/Business
<u>6</u>	Trade-Related
<u> </u>	Welding
<u> </u>	Auto Paint
<u> </u>	Construction
<u> </u>	Electrical/Mechanical Repair
<u> </u>	Other

6 Computer-Related

☐ Office Work
☐ CAD/Drafting
☐ Programming
☐ Repair
☐ Other

2 Agricultural Related

☐ Agricultural Economics
☐ Veterinary/Medical
☐ Agricultural Engineering

40 Other (Please explain)

4. Is your present Co-op experience related to your long term occupation/career choice?

140 Yes 301 No Not Applicable

5. Before today, were you aware that Cooperative Education is being offered at the College Level?

162 Yes 358 No

6. Would you like to know more about available types of work programs and/or financial assistance for college students? (For more information about these programs, please contact the Financial Aid office at 548-6760 or 881-5760.)

350 Yes 163 No

7. Do you believe your ability to attend college would be dependent upon receiving financial assistance?

309 Yes 201 No

Qualifying Information

8. What is the highest level of education completed by your father?

<u>120</u>	Not a High School graduate
<u>135</u>	A High School graduate
<u>98</u>	Some College credit
<u>139</u>	College Graduate

9. What is the highest level of education completed by your mother?

<u>116</u>	Not a High School graduate
<u>154</u>	A High School graduate
<u>133</u>	Some College credit
<u>91</u>	College Graduate

10. What is the highest level of education you plan to complete?

<u>57</u>	High School
<u>53</u>	One-year training after High School
<u>112</u>	Two-year College
<u>73</u>	Four-year College
<u>77</u>	Graduate Work

11. Racial/ethnic designation

<u>15</u>	American Indian/Alaskan Native
<u>1</u>	Asian/Pacific Islander
<u>61</u>	Black
<u>66</u>	Hispanic
<u>366</u>	White

12. Do you qualify for special services under any of the following:

<u>4</u>	Economic Disadvantaged
<u>4</u>	Academic Disadvantaged
<u>18</u>	Learning Disability
<u>1</u>	Physical Handicap
<u>25</u>	Teenage Parent
<u>364</u>	Do not qualify

Collin County Community College
Cooperative Work Experience Division

S.E.E.
YOUR FUTURE LINK TO COLLEGE CO-OP

Parent - Student Orientation

ACADEMIC ADVISING - CAREER GUIDANCE

EMPLOYMENT OPPORTUNITIES

AND A

CHANCE TO VISIT WITH LOCAL

COLLEGE CO-OP EMPLOYERS, STUDENTS AND TEACHERS

When: May 21, 1990 at 7:00 pm - 8:00 pm

Where: Spring Creek Campus in the Conference Center

REFRESHMENTS WILL BE AVAILABLE

If you are interested in participating in this orientation, please fill out the bottom portion of this page.

Name: _____

Mailing Address: _____

City: _____ State: _____ Zipcode: _____

Phone Numbers: _____

Co-op Teacher Name: _____

High School: _____

ANNOTATED BIBLIOGRAPHY

Alfred, Richard L., and Mary L. Hummel. Instructional Dynamics in Two-Year Postsecondary Institutions: Concepts, Trends, and Assessment Issues. Columbus, Ohio: The National Center for Research in Vocational Education, No. 318, 1987.

Student response to various instructional techniques are assessed.

Austin, Juanita. Developmental Education. Collin County Community College District, 1989.

A review of Developmental Education options at CCCCD.

Broderick, William E. "Academic Partnership Program." Innovation Abstracts. Vol. XII, Num. 1.

The Academic Partnership Program is designed to pair students identified as "high-risk" and not likely to survive the first semester of school, with a concerned and knowledgeable faculty member, counselor, or administrator.

"Building Community Through Dialogue." Northlake College Advantage Committee. August 1988.

A study conducted by Northlake College, answering the questions, how can we, as an institution of higher learning, better integrate existing programs and construct new programs that will enhance both our standards of instruction and our students' academic success.

"Building a Quality Workforce." Washington D.C: U.S. Department of Labor. 1988.

The changing workplace and its impact on education, the roles business must assume, reviews successful community partnerships.

"The Business of Improving Public Education." Corporate Action Agenda. National Alliance of Business. 1989.

An executive summary describing the purpose and intent of the National Alliance of Business.

Chapman, Elwood N. ATTITUDE: Your Most Priceless Possession. Los Altos, Calif: Crisp Publications, Inc., 1990.

A practical, workable guide to better human relations emphasizing the importance of positive attitudes.

... I Got The Job! Win a Job Your Way. Los Altos, Calif: Crisp Publications, Inc., 1988.

Introduces the creative building blocks to conduct a successful job finding expedition.

"Components of Effective Drop Out Programs." Interlink. 1990.

Outlines twenty characteristics applicable to effective drop out programs.

"Developing a Skilled and Education Workforce Through Regional Planning." Austin, Tx.: Texas Department of Commerce, Texas Higher Education Coordinating Board, and the Texas Education Agency. Nov. 16, 1988

A call for regional planning efforts; outlining need and recommended actions.

Dudzik, Shirley M. "Does Co-op Make A Difference?" Corvallis, Oregon: Orgeon State University. 1989.

A 1989 research effort to determine the effects of Co-op on graduation and retention.

"Employment Policies: Looking to the Year 2000." National Alliance of Business. 1986.

Insight into the changing work place needs are projected.

Eubanks, Barbara. Book Review of The Neglected Majority, by Dale Parnell.

Highlights the basic elements of Parnell's tech-prep associate degree program.

"Focus: K.E.Y.S. (Keeping Eligible Youth in School) For A Lifetime." Hurst-Euleess-Bedford I.S.D.

An overview of a successful dropout reduction program for K-12.

"The Fourth R." National Alliance of Business. 1986.

An explanation of the NAB "Fourth R" business education partnership promotions.

Goman, Carol Kinsey. Creativity in Business. Los Altos, Calif: Crisp Publications, Inc., 1989.

An overview on uncovering innate creative potential and develop techniques of enhancing creativity.

Hartley, Maurice P. "H.E.L.P. for Students: One University's Action Approach to Increasing Student Retention." College and University. Fall (1987): 80-94.

Describes the format and results of Cook College of Rutger's H.E.L.P. project (Higher Expectations/Lower Performance).

Haynes, Marion E. Personal Time Management. Los Altos, Calif.: Crisp Publications, Inc., 1989.

Facilitates time management and self-discipline.

Howard, Theresa D.. "A Successful Articulation." The Holyoke Community College/High School Cooperative Education Collaborative, 1986.

A review of the outcomes of the collaborative efforts for a success articulation in cooperative education.

Garnett, Donald. "Skills test helps students reach potential." Dallas Morning News. n.d., n. pag.

An explanation of how T.A.S.P. can work to reduce drop out numbers.

Grimsley, Joseph. "4+2 Tech Prep: A New Course of Study." The Community, Technical, and Junior College.

New approaches to articulation, concentrating on preparing high school students for vocational/technical college studies.

Kelly, Dennis. "A Corporate Hand for Troubled Students." New Methods, Trends and Issues.

A short review of Burger King academics program for dropout prone high schoolers funded by the U.S. Department of Justice and Burger King.

Kennedy, Joyce Lain. "Young People Should Use School Voc-Tech Coordinators to Assist in School to work transition." The Dallas Morning News. Sunday, November 19, 1989, 45D.

Reinforces the roles that voc/tech counselors can play in successful transitions from school to careers.

Krebs, Uwe (Hugh). "Usefulness of the Co-op Experience: A Study of Community College Students." Journal of Cooperative Education. Vol. XXIV, N. 1, p. 32-42.

Details student and employer benefits and outlines variables, methods and limitations.

Landrum, Bertha, Jackie Presser and Robert Scott. "The Impact of Community Colleges on Unemployment." AAJCC Journal. March 1985.

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